



UMassAmherst



# THE UNDOCUMENTED MIGRATION PROJECT: RUBY/ARIVACA, ARIZONA

*Course ID: TBA*

*May 24-June 27, 2020*

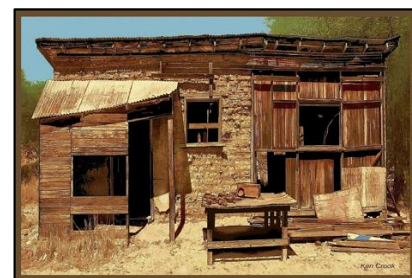
*Academic Credits: 8 Semester Credit Units (Equivalent to 12 Quarter Units)*

*School of Record: Connecticut College*

## FIELD SCHOOL DIRECTORS:

**Dr. Haeden Stewart**, Assistant Professor of Anthropology, UMass: Amherst ([hestewart@umass.edu](mailto:hestewart@umass.edu))

**Dr. Jason De León**, Professor of Anthropology and Chicana/o Studies, UCLA ([jpdeleon@umich.edu](mailto:jpdeleon@umich.edu))



## INTRODUCTION

Millions of undocumented migrants have crossed the US/Mexico border through Southern Arizona since the 1990's. While this scale of undocumented migration is a relatively recent phenomenon, these border crossers have been traveling over the rugged terrain of the Sonoran Desert with its long history of migration, labor exploitation, and resource extraction, with the resultant severe environmental degradation. Over the past decade, the Undocumented Migration Project (UMP) has examined modern clandestine migration across this border landscape. In the summer of 2020, we will expand this research through a mixed-methods analysis of the deeper history of this region, and the ways that historic resource extractive industries and migrant labor in the past continue to impact this borderland in the present. This new work will combine historical archaeology, oral history, and environmental science to investigate how the long histories of industrial mining, labor, colonial settlement, and border security in the region have influenced this landscape over the past 150 years, and continue to define life in the area, both for locals as well as for the migrants who pass through it.

We will run a historical archaeology/ethnographic field school in the area around Arivaca, Arizona, a community twenty miles north of the US/Mexico border, that is located directly in the center of one of busiest areas for undocumented border crossings from Mexico into Arizona. This field school will focus on Ruby, AZ, an abandoned mining town twelve miles from Arivaca and less than four miles from the US/Mexico border. Founded in 1877, Ruby was one of the first mining towns and population centers along the US-Mexico border following the annexation of Southern Arizona by the United States. Funded by incoming Anglo-American capital but mined by an array of Mexican, Chinese, and Japanese labor, Ruby was a productive silver, gold, and lead mine, and one of the largest towns in Southern Arizona until it was abandoned in the 1940s. Today, Ruby is a heritage site and tourist draw that purports to be a historic ghost town from the turn of the century, a snapshot of frontier life from the Old West. At the

same time, the old tailings ponds and mountains of mining waste continue to leach heavy metals into the surrounding environment.

During this field school we will establish two interconnected field sites, one in Ruby and one in Arivaca. In Ruby, we will survey, excavate, and perform limited environmental tests on the material remains of the mining community. This analysis will focus on reconstructing the history of the settlement of Ruby, the daily lives of the migrant labor force that made up the community (who are often ignored in historical descriptions of the site), as well as the effects of mining on the local community and surrounding environment. Alongside this study of the history of Ruby as a mining town and its connection to contemporary trends of settlement, migration, labor, and environmental transformation in the borderlands, this project will also investigate the ongoing social life of Ruby as a site of heritage, a site of migration, and a vector for toxic heavy metals.

As we survey the historic remains of Ruby, we will also survey contemporary material culture left behind by tourists, migrants, and the Border Patrol. Testing the soils for heavy metals associated with gold, silver, and lead mining throughout the site will help reconstruct the history of toxic heavy metal exposure that defined life in Ruby, as well as the ongoing effects these toxins have had on the local environment and contemporary regional community. This study of Ruby will be combined with local interviews and oral histories with residents of Arivaca, concerning the early mining history of the region, the role of Ruby to local tourism as well as towards local identity. We will interview families with long histories in the area, tourists who are visiting Ruby, federal law enforcement who often patrol the site, as well as Arivacan locals concerning their own connection to the site.

#### ACADEMIC CREDIT UNITS & TRANSCRIPTS

**Credit Units:** Attending students will be awarded 8 semester credit units (equivalent to 12 quarter credit units) through our academic partner, Connecticut College. Connecticut College is a private, highly ranked liberal arts institution with a deep commitment to undergraduate education. Students will receive a letter grade for attending this field school (see grading assessment and matrix). This field school provides a minimum of 160 direct instructional hours. Students are encouraged to discuss the transferability of credit units with faculty and registrars at their home institution prior to attending this field school.

**Transcripts:** An official copy of transcripts will be mailed to the permanent address listed by students on their online application. One more transcript may be sent to the student home institution at no cost. Additional transcripts may be ordered at any time through the National Student Clearinghouse: <http://bit.ly/2hvurkl>.

#### COURSE OBJECTIVES

The Undocumented Migration Project field school trains students to use a combination of different methods to study the history of migration and the US/Mexico border in the American Southwest. This course has five primary goals. 1) To provide students with hands on training in the techniques of archaeology, which includes survey and mapping, material culture analysis, excavation, field photography, and cataloguing methods. 2) To train students in some of the basic techniques of oral history and ethnography. 3) To provide students with practical working knowledge of how these various methods can be used to answer anthropological research questions. 4) To familiarize students with the history of the border in the American Southwest, and a number of the anthropological and political issues that surround this history. 5) To have students develop self-directed research projects over the course of the five weeks. In addition to hands on field training, the students will also take field trips and

meet with individuals involved with the history of migration and the borderlands. This will include trips down to the border wall in Sasabe and a migrant shelter in Nogales, Mexico.

### **PREREQUISITES**

There are no academic prerequisites for this field school. Furthermore, there are no expectations that students will have had any archaeological training prior to the field school. At the same time the field school will require students to come prepared for a very challenging environment. We will be doing hard physical activity during the summer in the Arizona desert. The weather will get extremely hot and the fieldwork will be physically demanding. Students are required to come into this field school equipped with an understanding of the challenges of this field school as well as an excitement to meet them.

#### **DISCLAIMER – PLEASE READ CAREFULLY**

Our primary concern is with education. Traveling and conducting field research involves risk. Students interested in participating in any IFR program must weigh whether the potential risk is worth the value of education provided. While risk is inherent in everything we do, we take risk seriously. The IFR engages in intensive review of each field school location prior to approval. Once a program is accepted, the IFR reviews each program annually to make sure it complies with all our standards and policies, including student safety.

This field school will take place in a rugged and hot environment. During the summer temperatures in the Sonoran routinely break 110 degrees. The landscape also contains dangerous wildlife like rattle snakes and scorpions. Students will also be engaging with environmental collection of soils with potentially toxic heavy metals and will be required to follow all safety protocols that are designed to keep them safe in the field. Due to the dangers of this environment students will be expected to be attentive to the directions of field school staff at all times. Students are also expected to be respectful towards locals as well as towards their fellow students.

The IFR does not provide trip or travel cancellation insurance. We encourage students to explore such insurance on their own as it may be purchased at affordable prices. [insuremytrip.com](http://insuremytrip.com) or [Travelgurad.com](http://Travelgurad.com) are possible sites where field school participants may explore travel cancellation insurance quotes and policies. If you do purchase such insurance, make sure the policy covers the cost of both airfare and tuition. See this [Wall Street Journal article about travel insurance](#) that may help you with to help to decide whether to purchase such insurance.

We do our best to follow schedule and activities as outlined in this syllabus. Yet local permitting agencies, political, environmental, personal or weather conditions may force changes. This syllabus, therefore, is only a general commitment. Students should allow flexibility and adaptability as research work is frequently subject to change.

If you have any medical concerns, please consult with your doctor. For all other concerns, please consult with the project directors.

### **LEARNING OUTCOMES**

By the end of the field school, students will:

- Have experience in archaeological excavation techniques, as well as archaeological field drawing and mapping.
- Be able to take detailed archaeological field notes.
- Have experience analyzing, identifying, and cataloguing historic and contemporary material culture.

- Learn the basics of ethnographic data collection including interviewing, audio recording, coding of audio and photographic data, and ethnographic note taking.
- Learn the basics of field photography.

### GRADING MATRIX

- A. **Daily participation in field activities including survey, excavation, administering interviews, notetaking, mapping, cleaning and analyzing artifacts (40% of grade).**
- B. **Laboratory Work (10% of Grade):** Each week students will spend a day in the laboratory working on various tasks. This will include analyzing material culture and organizing databases used to store spatial data, photographic data, audio data, and any other information collected by the field school. Students will work closely with the lab staff to analyze and enter field school data. Students will be evaluated on their active participation in these activities including keeping a detailed journal of their tasks accomplished and skills learned.
- C. **Discussion of Readings and Field Activities (10% of Grade):** Each Monday, students will meet with instructors and TAs for a lecture/seminar to discuss the assigned readings. Two students each night will be assigned to lead group discussions. Students will be expected to read all assigned articles and write notes in their journals for each article. Students will be evaluated based on their oral comments made during group discussion, as well as written comments in their journals. Both written and oral comments should not merely summarize the readings but make a substantive comment that demonstrate critical analysis and engagement of these readings to the broader themes of the field school.
- D. **Daily Field and Lab Journals (20%):** Students are expected to keep a detailed daily journal for five weeks on the different activities the students are involved with. Students should not just describe what they did, but what they are learning and how the activities they engage with are connected to the broader themes of the fieldwork and the theoretical themes raised in the readings and discussion.
- E. **Independent Student Projects (20%):** Every student will design and carry out an individual research project during the five weeks of the field school.
  - a. During the first week of the field school students will meet with instructors to discuss research interests and potential research topics. They will hand in a **single page research proposal** by the beginning of second week that lays out what they plan to do and how they plan to do it.
  - b. Throughout the five weeks of the field school students will carry out this research plan alongside their regular field school responsibilities. Students will meet with the TAs/instructors by the beginning of fourth week to make sure their project is on track.
  - c. **Final Presentation-** At the end of the last week students will give a 15 minute long PowerPoint presentation that describes their research question and how they answered it.

### TRAVEL & MEETING POINT

We suggest you hold purchasing your airline ticket until six (6) weeks prior to departure date. Natural disasters, political changes, weather conditions and a range of other factors may require the cancelation of a field school. The IFR typically takes a close look at local conditions 6-7 weeks prior to program beginning and make Go/No Go decisions by then. Such time frame still allows the purchase deeply discounted airline tickets while protecting students from potential loss if airline ticket costs if we decide to cancel a program.

All students will fly down to Tucson International Airport (TUS). Students will be picked up at the airport by the instructors. From the airport students will be driven to Arivaca.

If you missed your connection or your flight is delayed, please call, text or email project director

immediately. A local emergency cell phone number will be provided to all enrolled students.

**VISA REQUIREMENTS**

As this field school will be in the United States there are no Visa requirements for U.S. citizens. Citizens of other countries are asked to check the embassy website page at their home country for specific visa requirements.

**ACCOMMODATIONS**

Students and instructors will stay in the Arivaca Action Center, a multipurpose facility and community center that has been the base of operations for UMP field work since 2012. In this community center students will share unfurnished private rooms and should bring sleeping bags. The project will provide foam mattresses for all students to sleep on.

**COURSE SCHEDULE**

All IFR field school begins with safety orientation. This orientation includes proper behavior at the field area, proper clothing, local cultural sensitivities and sensibilities, potential fauna and flora hazards, review IFR harassment and discrimination policies and review of the student Code of Conduct.

Week	Date	Day of Week	Activity	Lecture	Readings
1	May 24	Sunday	Student Arrival and Travel to Arivaca. Welcome Dinner		
1	May 25	Monday	Research/ Safety Orientation: Town and Lab.	What are we Doing Here? Undocumented Migration Project and Archaeology of the Contemporary	Selections from <i>Land of Open Graves</i> Alfredo Gonzalez-Ruibal "Time to Destroy: An Archaeology of Supermodernity"
1	May 26	Tuesday	Research/Safety Orientation: Ruby Site Visit	History of Arivaca, Ruby, and the Arizona Borderlands	Selections from <i>Ruby: Mining Mayhem and Murder</i>
1	May 27	Wednesday	Archaeological Survey and Mapping Practicum in Ruby		K. Feder "Site Survey"
1	May 28	Thursday	Field Work: Ruby—Survey Arivaca—Getting acquainted with locals		
1	May 29	Friday	Field Work: Ruby—Survey Arivaca—Getting acquainted with locals		
1	May 30	Saturday	Field Work: Ruby—Survey Arivaca—Getting acquainted with locals		

2	May 31	Sunday	Day Off (Field Trip to Border Wall in Sasabe)		
2	June 1	Monday	Field Work: Ruby—Excavations Arivaca—Interviews	Ethnographic Interview and Oral Histories	Micaela Di Leonardo “Oral History as Ethnographic Encounter” Mike Allen “Ethnographic Interview”
2	June 2	Tuesday	Field Work: Ruby—Excavations Arivaca—Interviews		
2	June 3	Wednesday	Field Work: Ruby—Excavations Arivaca—Interviews		
2	June 4	Thursday	Field Work: Ruby—Excavations Arivaca—Interviews		
2	June 5	Friday	Field Work: Ruby—Excavations Arivaca—Interviews		
2	June 6	Saturday	Field Trip to Nogales		
3	June 7	Sunday	Day Off		
3	June 8	Monday	Field Work: Ruby—Excavations Arivaca—Interviews	Archaeology of Labor	Paul Shackel “Introduction” and “Chapter 5” in <i>The Archaeology of American Labor</i> Randy McGuire “Building a Working Class Archaeology”
3	June 9	Tuesday	Field Work: Ruby—Excavations Arivaca—Interviews		
3	June 10	Wednesday	Field Work: Ruby—Excavations Arivaca—Interviews		
3	June 11	Thursday	Field Work: Ruby—Excavations Arivaca—Interviews		
3	June 12	Friday	Field Work: Ruby—Excavations Arivaca—Interviews		
3	June 13	Saturday	Field Work: Ruby—Excavations		

			Arivaca— Interviews		
3	June 14	Sunday	Day Off		
4	June 15	Monday	Field Work: Ruby—Excavations Arivaca— Interviews	Archaeology of Industrialization, Environmental Degradation	Haeden Stewart “Life on the Fenceline” Peter Murphy and Patricia Wiltshire “Introduction” <i>The Environmental Archaeology of Industry</i>
4	June 16	Tuesday	Field Work: Ruby—Excavations Arivaca— Interviews		
4	June 17	Wednesday	Field Work: Ruby—Excavations Arivaca— Interviews		
4	June 18	Thursday	Field Work: Ruby—Excavations Arivaca— Interviews		
4	June 19	Friday	Field Work: Ruby—Excavations Arivaca— Interviews		
4	June 20	Saturday	Independent Project Work Day		
4	June 21	Sunday	Day Off		
5	June 22	Monday	Field Work: Ruby—Excavations Arivaca— Interviews	Heritage of the Frontier, the Old West	Mike Davis “Dead West” Nathalie Massip “The Role of the West in the Construction of American Identity”
5	June 23	Tuesday	Field Work: Ruby—Excavations Arivaca— Interviews		
5	June 24	Wednesday	Field Work: Ruby—Excavations Arivaca— Interviews		
5	June 25	Thursday	Last Field Day		
5	June 26	Friday	Independent Project Work day		
5	June 27	Saturday	Student Presentations/ Cleaning/ Packing/ End of Season Party		
5	June 28	Sunday	Students Leave		

## EQUIPMENT LIST

- Sleeping bag
- Pillow
- Sunscreen
- Wide Brimmed hat
- Sunglasses
- 2 Water bottles
- Trowel
- Measuring Tape
- Pens/Pencils
- Sharpie
- Gloves
- Backpack
- Flashlight
- Field Clothes: Long pants, long breathable shirts, hiking shoe

## REQUIRED READINGS

PDF files of all mandatory readings will be provided to enrolled students via a shared Dropbox folder.

Allen, Mike

2017 "Ethnographic Interview" *Sage Encyclopedia of Communication Research Methods*. (5 pages)

Ascarza, William

2011 *Southeastern Arizona Mining Towns*. Pages 27-47. Arcadia Publishing.

Barkan, Elliott

2007 *From All Points: America's Immigrant West, 1870s-1952*. Pages 1-23, 60-69, 81-89, 319-333. Indiana University Press.

Bryan, William

1988 "The Mining Frontier of the American West". *OAH Magazine of History*. 3(2):11-14

Davis, Mike

1993 "Dead West: Ecocide in Marlborough Country". *New Left Review*. 1/200: 1-20.

De Leon, Jason

2015 *Land of Open Graves*. Pages 1-62. University of California Press.

Di Leonardo, Micaela

1987 "Oral History as Ethnographic Encounter". *Oral History Review*. 15(1):1-20.

Esparza, Adrian and Angela Donelson

2008 "A Brief History of the US-Mexico Border Region". *Colonias in Arizona and New Mexico*. Pages 13-28. The University of Arizona Press.

Feder, K. L.

2009 "Site Survey". in *Field Methods in Archaeology*, eds. T.R. Hester, H.J. Shafer, and K.L. Feder. Pages 41-68. Left Coast Press, Walnut Creek.

González-Ruibal, Alfredo

2008 "Time to Destroy: An Archaeology of Supermodernity". *Current Anthropology* 49(2):247-279.

Massip, Nathalie

2012 "The Role of the West in the Construction of American Identity". *Caliban*. 31:239-248.



McGuire, Randall

2003 "Building a Working-Class Archaeology" *Industrial Archaeology Review* 25(2): 83-95.

Murphy, Peter and Patricia Wiltshire

2003 *The Environmental Archaeology of Industry*. Pages 1-15. Oxbow Books.

Ring, Bob and Al Ring

2005 *Ruby: Mining Mayhem and Murder*. Pages 57-137. US Press and Graphics.

Shackel, Paul

2009 *The Archaeology of American Labor*. Pages 1-13 and 66-78. University of Florida Press.

Sheriden, Thomas

1995 *Arizona: A History*. Pages 145-187. University of Arizona Press.

Stewart, Haeden

2020 "Life on the Fenceline". *Archaeological Dialogues*. (20 pages)

### **RECOMMENDED READINGS**

De León, J.

2012 "'Better To Be Hot Than Caught': Excavating the Conflicting Roles of Migrant Material Culture." *American Anthropologist* 114(3):477-495.

2013 Undocumented Migration, Use-Wear, and the Materiality of Habitual Suffering in the Sonoran Desert. *Journal of Material Culture* 18(4):1-32.

Gokee, C. and Jason De León

2014 "Sites of Contention: Archaeology and Political Discourse in the US-Mexico Borderlands". *Journal of Contemporary Archaeology*. 1(1):133-163.

Harrison, Rodney and John Schofield

2010. *After Modernity: Archaeological Approaches to the Contemporary Past*. Pages 1-88. Oxford University Press.

Rathje, William and Cullen Murphy

2001. *Rubbish! The Archaeology of Garbage*. Pages 1-78. University of Arizona Press, Tucson.

Slack, Jeremy and Scott Whiteford

2011 "Violence and Migration on the Arizona-Sonora Border". *Human Organization* 70(1):11-21.